

Health Topics



This packet includes...	A full lesson set and project for teaching students to: <ul style="list-style-type: none">• form and ask questions• sequence events in “Asthma: The Soap Opera”• create a health brochure• write dialogues for the doctor’s office• make an asthma video documentary
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Also...	Watch Paula’s student-produced video on WANY Facebook: http://www.facebook.com/video/video.php?v=112481682108532

We Are New York **“Asthma: The Soap Opera”**

A Lesson Set and Video Project

including

- **vocabulary exercises**
- **story sequencing activity**
- **question formation activities**
- **an “Asthma: The Soap Opera” board game**
- **a student-made asthma pamphlet activity**
 - **a role-play activity**
 - **multiple intelligences activity**

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Center for Immigrant Education and Training
La Guardia Community College
For the CUNY Adult Literacy Programs
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“Asthma: The Soap Opera”

Introduction

Objectives:

The content of the project is designed to capture the students’ interest through its relevance to their lives. Students will not only learn about asthma but also will get involved in their community, learn how to use a search engine to look for specific information, and create a documentary about their learning process. By the end of this project, students will be able to share their expertise about asthma and to implement healthy changes in their lives.

Summary:

The project is divided into three stages:

- Stage one focuses on the WANY video and lays the foundation for the students’ investigation into asthma. The lessons present a variety of activities from vocabulary work to listening for specific information.
- Stage two draws upon students’ knowledge and computer skills to create a brochure about asthma. Students will use what they learned from the episode “Asthma: The Soap Opera” to create brochures. The focus will be on reading and writing. In addition, they will need to work in groups and rely on one another’s expertise to create their product.
- The final stage of the project is the documentary. Throughout this session, students are videotaped and/or photographed while working in class, during the asthma workshop, watching the WANY video, and so on. Students will use the pictures and footage collected to create a documentary about their asthma and learning process.

Note: I created the pamphlets using Microsoft Publisher, but the same can be done using Microsoft Word. In the documentary, I used Movie Maker because it is quite simple to navigate once students have pictures and footage.

Level:

This project is written for NRS levels 2-4. With higher levels, students can work more independently and create more of the content on their own.

Length:

The project is designed for approximately 12 hours of instruction.

Asthma: The Soap Opera
A Video Project
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Asthma: The Soap Opera

A Video Project

Part One

Activity 1: Watch the Video

Steps:

1. Ask the students to close their eyes and imagine that it is 8:00 o'clock in the evening and that they are alone at home with nothing to do but relax. Ask them how they would relax. Elicit responses. Write them on the board. Most likely, someone will say watch TV. Your goal is to have someone say watch a soap opera or "telenovelas".
2. Tell students they are going to watch a soap opera, and they have to answer the following questions:

Q: Who are the characters?

A: Mario, Maria, the director, the nurse, the doctor, Angela, the boy, the girl and the old man

Q: What is the problem?

A: Mario's son has asthma.

Q: Was the problem solved?

A: Yes, it was.

Q: How did they solve the problem?

A: Mario took his son to the doctor. The doctor gave his son some medicine, and they cleaned the apartment to get rid of the dust. Mario also made a plan to manage his son's asthma.

3. Watch the video together, then elicit answers to the questions about the video. Write students' answers on the board.

Activity 2: Vocabulary Building (Handout A)

Steps:

1. Divide class into pairs. Explain that the words in the handout were taken from the video. Allow time for them to help each other to complete the vocabulary match. If students aren't sure which answer is correct, tell them to do their best and wait until the class reviews the handout as a whole.
2. Have pairs report back to the class and compare student answers. Help students to find the correct answers and record them on the board.

Activity 3: Pronunciation Pyramid (Handout B)

Steps:

1. If your students are not familiar with the concept of syllable, explain to them that a word has as many syllables as it has sounds. They can first practice by saying their name and tapping at each sound that they hear.
2. Students work with their partners. Have students read the words from the vocabulary list (Handout A) and break the words into syllables. Help students to recognize tricky words (such as no extra syllable in the silent E words like *breathe* and *worse*).
3. Ask students to write the vocabulary words from the list in the correct part of the pyramid.
4. If possible, have students hang their answers on the wall and compare their pyramids. Review the correct answers as a class:

<i>1 syllable</i>	Sick Script Breathe Worse
<i>2 syllables</i>	Asthma Triggers Expert Healthy Manage Health care
<i>3 syllables</i>	Characters No big deal Medicine Get rid of

Part Two

Activity 1: Who Says What... (Handout C)

Steps:

1. Review the names of the characters with students. Ask, "Who are the characters in the episode we watched?" Write down the names as students volunteer them on the board.
2. Tell students they are going to watch the video again, but this time they will have to listen to which character says which lines in the handout. Tell students that the lines are listed in the same order as they are spoken in the episode. Review their choices in the box at the top of the handout, which lists the characters' names.
3. When the video clip is finished, put the students in pairs and have them check the answers with each other first, then report back to the whole group.

4. When they are done correcting the exercise, have students practice saying the lines from the activity out loud. To make it more fun, have students act out an emotion as they read the lines. For example, you can have them read the text as if they were feeling sad, happy, tired, excited, angry, scared, etc. This is a good practice for a later in this lesson set, a role play at the doctor's office.

Activity 2: Sequence the Scene

Materials: Story Strip sheets (Handouts D, E, F), cut into strips, one set of strips for each group.

Steps:

1. Begin by writing on the board: *What is the video about?* Elicit answers from the students, and write them on the board.
2. Tell students that they are going to watch three different scenes. Each scene contains important information about asthma.
3. Hand out the first set of story sequence strips from Handout D. In groups of 2-3, students should try to put the sentences in order before watching the video.
4. Students watch the video and check their work. When they are done watching the scene, have one group read the sentences out loud. Remind them to try to read with emotion, which they practiced in the previous activity.
5. Repeat the same steps with the other 2 scenes.

Activity 3: Asthma Questions

Materials: Scripts from the scenes from the previous activity, asthma pamphlet (Handout G), one for each student. Newsprint and markers for each group of 3.

Steps:

1. Hand out the asthma pamphlet. In groups of three, students try to find the answers from the questions in the pamphlet using the scripts from the previous activity. Say: *The pamphlet has three questions that need to be answered: How can you treat asthma? What triggers asthma? Where can you go for help? Find the answers for these questions in the story strip handout.*
2. Students write the answers to their questions first in the pamphlet, and then the questions and the answers on the newsprint, so they can share them with the rest of the class.
3. Go over the answers as a whole group.
4. Tell students that later, in computer class, they will find further details for the questions and also look for an answer to the question, "What is asthma?"

Part Three

Activity 1: Microsoft Publisher/Computer Class

Materials: USB drive; Asthma pamphlet

Notes: Students will work in groups of three to complete this project. Each person in the group should be responsible for part of the work: one reads the questions, the other can type, and the other can look up the information. The teacher must make sure that everyone is involved in the project. Less-experienced users should be with more computer literate students. You can do this by asking students to self-report on their computer lab skills, or by conducting a brief computer lab survey or test to check their familiarity with typing and the mouse.

The asthma pamphlet was created in Microsoft Publisher; however, if you prefer, you can use Microsoft Word.

Steps:

1. Tell students that they are going to create a pamphlet about asthma similar to the one they used in class.
2. Students are going to work in groups of three. Tell students that they are always to use the same computer and sit with the same group when in computer class.
3. Each group will have an asthma pamphlet sample on their computer, which the teacher created previously and saved to the desktop. Most of the pamphlet should be complete, except for the answers to three questions students worked on previously in class: *What triggers asthma? How can you treat asthma? Where can you go for help?* Students must answer these questions as a group, and type and save their answers in the pamphlet.
4. Save student work on a USB drive. Or, you can ask students to purchase their own USB drive so they can also keep a sample of their work. Regardless whether the students have their own USB drive or not, you should always save a copy of the students' work to your own USB drive so that their progress does not get lost.

Part Four

Activity 1: Making Questions

Materials: Question Hand (Handout H), prepared outline of a hand on newsprint, WANY episode "Asthma: The Soap Opera".

Steps:

1. Choose a scene from the video and freeze the frame. Ask students: "What do you see? Who do you see?" As students offer answers to your questions, ask: "What do you see that makes you say that?" or "Why do you say that?"

2. Indicate to the students that they should make questions about the scene. Elicit possible questions and write them on the board in such a way that they can later be divided into five columns representing the five parts of the Question Hand.
3. Choose a different scene. Indicate to the students that they should make questions about the scene.
4. When enough questions with different forms have been written on the board, draw lines to make columns corresponding to the Question Hand.
5. Point to each item in the first column, have the students read, and then ask: *What kinds of words are these?* Elicit: *Question words*. Teacher writes that above the column. Do the same for *Helping/Auxiliary Verb*, *Subject*, *Main verb*, *Everything Else*.
6. Draw a hand on the board or on a sheet of poster paper. Write *Question Hand* on top of it. Write *Q word* above the thumb. Ask for examples and write them in the thumb. Do the same for the others and try to get different forms.
7. After all the fingers are filled in, ask the class for a question, and, as the student says it, show your hand and point to the relevant fingers. Then have the students hold up their hand and point out the words in the question. Ask for another question and have everyone point it out. Do this several times until you get a Y/N question. Have them revisit the questions they made and check for correctness.
8. Give students the Question Hand handout to use during class.

Activity 2: Asking Questions about Asthma

Materials: Question Hand handout (Handout H); Post-its

1. Give each student two sticky notes, preferably large enough to write a sentence or a question on (for example, 2 7/8" x 4 7/8"). If possible, use two different colors of Post-it to help students see the difference between the two things they will write (one color for a sentence, the other color for a question).
2. Divide the board in two columns. On one side, write *Things I know about asthma*. Tell students that on one of the post-its, they are going to write things they know/learned about asthma. Give them a few minutes.
3. When time is up, ask them to come to the board and post their papers under the column that says *Things I know about asthma*.
4. Wait until students have placed their post-its under that column to write *Things I want to find out about asthma* in the other column.
5. Tell students that now they are going to think of questions they still have about asthma or things they want to find out about it. Tell them to use the *Question Hand handout* to help them make the questions. Tell them to write their questions on the other post-it. Give them a few minutes. Walk around and help students to self-correct their questions by using the Question Hand handout as an error correction tool.
6. Ask students to come to the board and place their post-its under *Things I want to find out about asthma*.
7. Give students time to read the post-its, or, read them aloud to the class. Some students might know the answers to some of the questions. Tell students the class will try to find the answers to their questions in the future.
8. Create a handout with the student questions for the next class.

Activity 3: Talking about Asthma

Materials: One Question Interview (Handout I); Asthma Questions (Handout J)

Note: Attached is a handout with questions generated by my students and some questions that I thought would be interesting for students to practice to get ready for the asthma workshop.

1. Give the students the *One Question Interview* handout. Each student should also get one question. They can get one of the questions from the previous activity or one of the sample questions from Handout J.
2. Count out the students in ones and twos. Ask the ‘ones’ to come to the center of the classroom and make a circle facing out. Ask the remaining students to make a second circle around the first so that the second set of students is facing the first set.
3. Tell students they are going to have a conversation with one other person. They will have one minute to have a discussion with their partner. After one minute, have students from the outer circle move to the right, to the next partner. *For extra vocabulary practice, it is a good idea to write some expressions or gambits, on the board, such as “I think, I believe, In my opinion...”*
4. Continue with this activity for at least 5 changes.
5. Give students a copy of the questions they created in the previous activity. Tell them that they will have a chance to have all their questions answered by a nurse who will be giving them a workshop about asthma.

This might be a good time to have the asthma workshop. Most public hospitals in New York have an asthma center that offers outreach programs. Invite a health-care worker into class and ask them to respond to student questions. Have student practice asking questions such as those on Handout J.

Activity 4: Game Board (Handout K)

Materials: One die and game board for each group, Question Hand (Handout H)

Steps:

1. Ask students to come to the center of the room. Put a sample game board on your desk and model how to play the game. Tell students they are going to play a game about what they have learned from “Asthma: The Soap Opera”.
2. Model the game with the teacher in the hot seat. Teacher rolls the dice, and moves the marker. One of the students in the group reads the question from the square the teacher landed on. Teacher answers the question. The other students in the group can ask follow-up questions or agree or disagree with her answer.
3. If the answer is correct, the teacher stays on her space. If incorrect, she must go back to start.

4. Divide the students in groups of three or four. Ask each student to contribute a coin as a marker. For example, one student is the penny, one is the nickel, one is the dime, and one is the quarter.
5. Students continue playing the game in small groups. The first person to “finish” wins.

Part Five

Activity 1: Using a Search Engine/Asthma Pamphlet

Materials: Asthma pamphlet model, Asthma Questions (Handout J), USB pen drive

Students will do a web search to find more information about asthma. In order to do this activity, it will be helpful if students know how to copy and paste, as well as how to use a search engine. There is a search engine handout that teacher can use with students in case they need extra help.

Steps:

1. Students work in their computer groups.
2. Tell students that today they are going to work on the second page of their asthma pamphlet: *My questions to ask the doctor* and *Where can I go for help?*
3. Tell students that under *My questions to ask the doctor* they will need the *Asthma Questions* handout, so they can choose the questions they want and type them.
4. In *Where can I go for help?* students will need to use a search engine. Ask students if they know what a search engine is (Google, Yahoo, etc.). Write their responses on the board. Tell students that they can use any search engine they like.
5. Tell them that to find the answer for the question they have, or if they want to get more complete information for the other questions in the pamphlet, they have to type the question in the search box, the long white box which usually appears in the middle of the page, and then click on a button such as SEARCH, ASK, FIND, GO, etc. A list of links is going to show up. They must click on the links until they find the answer. If you wish, you can assign different search engines to different groups. Students might find that some search engines are easier to use than others. When students convene to share their findings, it may be a good time to review how search engines work.
6. Once they have found the answer to the questions, they can copy them by highlighting the document and pasting the answer into their asthma pamphlet or just by typing it.
7. Save student work to a USB drive.

Homework: Teacher explains to students that in their next class, they will be doing a skit in a doctor's office. Ask students to bring things that they usually see in a doctor's office, such as a thermometer, blood pressure gauge, stethoscope, first aid kit, eye chart, laboratory coat, or anything else they can think of.

Part Six

Activity 1: Going to the Doctor (A Role Play)

Materials: Props found in a doctor's office, Question Hand

Steps:

1. Brainstorm questions you usually ask a doctor or that a doctor most likely would ask a patient. Write students' suggestions on the board.
2. Ask students to tell you how a person who suffers from asthma feels, what kind of symptoms he/she has. Write their answers on the board.
3. Ask them to tell you some of the things that can trigger asthma. List their answers on the board.
4. Groups of three. Tell students that they are going to create a role play of a person who suffers from asthma going to the doctor. They must use the information they have about asthma as well as their pamphlets to write the role play. Teacher circulates and helps as needed. (If you need a sample dialogue, see Handout L.)
5. Give students time to practice their lines. Tell them that you are going to videotape their skit and make it into a movie.
6. Students set up the room to look like a doctor's office. Motivate students to create signs about asthma on the boards.
7. Groups take turn acting in front of the class.
8. Class votes on their favorite group and why.

Part Seven

Activity 1: Video Project

Materials: Video camera, digital camera, asthma pamphlets, movie script (Handout M)

The purpose of the video project is to bring together the different stages of learning that occurred in class. For example, for the video project, I collected images from students working in class, watching the video, asking questions of the nurse who visited the class to speak about asthma, and students acting in their own soap opera. I wanted it to look like a documentary, so I asked the students to narrate. I also choose to work with the Movie Maker program, which is quite simple and gives students many editing options. Students can be in charge of creating the whole movie or being in charge of different parts of the project, like narration or editing.

Prior to this class, the teacher must collect the videos and pictures images he/she thinks are the most important into a folder, along with a script that students will use to narrate the video. I wrote the script, but students can write their own if they want to. In addition to the pictures taken in class, I added pictures from the Internet.

Steps:

1. Tell students that they are going to create a documentary about their work in class and asthma.
2. Have students work in their computer groups.
3. Tell them that they will find on the desktop a folder named *Asthma Project*. In that folder, students will find pictures and video footage taken from the class, as well as a script.
4. Give out the script handout. Ask them to circle in each sentence a word or a noun that they illustrates the meaning of that sentence. For example, in the sentence, *We are students at LaGuardia Community College*, students can choose to circle either *students* or *LaGuardia Community College* or both. They will then look for illustrations of *students* or *LaGuardia Community College*.
5. Tell them to look at the file named *Pictures* and choose a picture that matches the words they circled. Once they have done that, tell them to name the picture they choose using the noun that was circled in the sentence. This way, when students have to import the pictures, they know in which order to put them.
6. Have students repeat the same steps for all other sentences in the script. If they want to add more pictures, they can*. However, they must save the pictures in the correct folder, or they will not be able to import them to Windows Movie Maker later on.
7. Ask students to double click on the Windows Movie Maker icon. Tell them that this is a program that will help them to create a movie.
8. Ask them to click on *import picture*. Once they have imported all the pictures into Movie Maker, they have to drag their pictures into the storyboard line to create the movie. They should do the same thing with the video clip. In addition, students can add video transitions, captions, special effects and music to the background.

** If students want to add pictures to their folder, they can go to the Internet and follow the same steps as when they were looking for the answers to the questions in the asthma pamphlet. They must click on **image** before doing the search, however. This way, they will be directed only to images of what they are looking for. See handout named Google Image Search for further assistance.*

Part Eight

Activity 1: Multiple Intelligences Inspired Activity

In a Multiple Intelligences Inspired Activity, students are free to express what they learned through their strengths, experience, and interests. The menu of activities contains different exercises that reflect the different kinds of intelligences.

Materials:

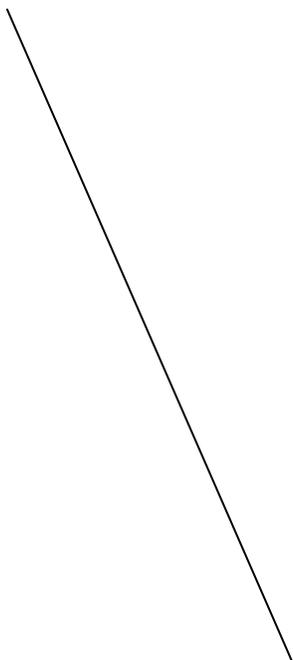
Multiple Intelligence Activity handout (Handout N), blank Paper (8 1/2x 11 or 11 x 14), tape, markers, colored pencils, one question interview template (for surveys)

Steps:

1. Tape numbers from one to six around the classroom.
2. Tell students that they have three minutes to choose one activity from the handout. When they are done choosing, they should walk and stand under the number from the activity they choose.
3. Tell them that they will have approximately 45minutes to prepare their presentation and then they will present it to the rest of the class.
4. Help students to form groups and begin their work. Students can work alone, in pairs or in small groups, as they prefer. Moderate time and make sure that students are working on their task. If some students finish early, they can choose another activity.
5. Students present their responses to the activity. Allow plenty of time for student presentations.

ASTHMA VOCABULARY WORDS

Match the word or phrase with a definition. Follow the example.

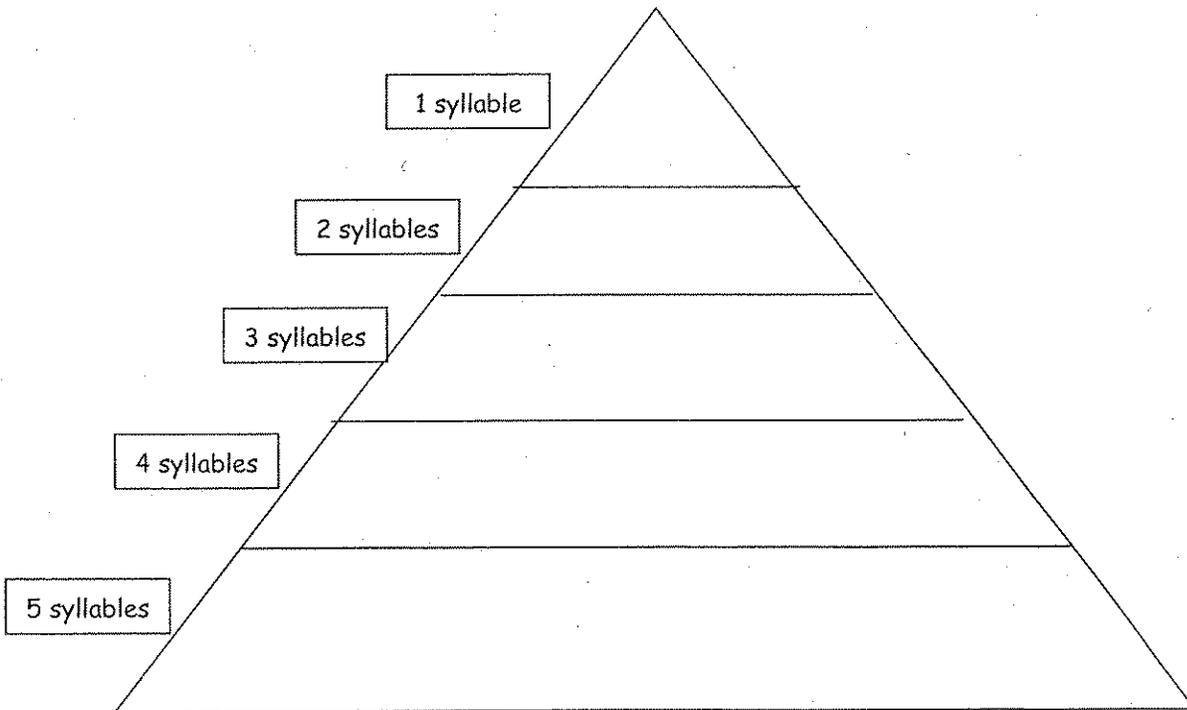
- | | |
|-----------------|--|
| 1. characters | a. control |
| 2. asthma | b. very bad |
| 3. triggers | c. causes of a problem |
| 4. sick | d. medication |
| 5. script | e. not feeling well |
| 6. no big deal | f. not important |
| 7. breathe | g. a person who knows a lot about a certain subject or thing |
| 8. expert | h. people in a story, book or film |
| 9. healthy | i. to take air into and out of the lungs |
| 10. medicine | j. an illness that causes difficulty in breathing |
| 11. worse | k. in good health |
| 12. manage | l. medical care |
| 13. health care | m. the written words for an actor in a movie or play |
| 14. get rid of | n. to eliminate |
- 

Pronunciation Pyramids

Directions: Write down the topic that your teacher gives you.
Brainstorm words related to the topic that have one, two, three,
or more syllables and write them in the pyramid.

Time limit: _____

Topic: _____



More than 5 syllables:

Asthma: Who Says What?

Mario	Maria	Angela	Nurse	Doctor
Director	Boy (Expert)	Man (Expert)	Girl (Expert)	

Who says ...?

1. I will think of you always. _____
2. He can't breathe. _____
3. I don't think you know about asthma. _____
4. I can't do this if I don't know about asthma _____
5. When it gets bad, it feels like a big elephant is sitting on me. _____
6. For me, it's like trying to breathe through a straw. _____
7. Okay then. It's time to get back to work. _____
8. Not in New York. Everyone can get health care in New York City. Rich and poor. _____
9. You must give your son medicine every day to control the asthma. _____
10. And he will have to make a plan to manage his son's asthma. _____
11. The doctor gave you two of these pumps, remember? They are called inhalers. _____
12. Wait. Not yet. That's just the medicine. There's more you need to know. _____
13. Triggers? _____
14. Wow. I didn't know there were so many things, so many triggers that make asthma worse. _____
15. Smoking is terrible for asthma. _____

Asthma: Who Says What?

Mario	Maria	Angela	Nurse	Doctor
Director	Boy (Expert)	Man (Expert)	Girl (Expert)	

Who says ...?

1. I will think of you always. Angela
2. He can't breathe. Mario
3. I don't think you know about asthma. Director
4. I can't do this if I don't know about asthma. Mario
5. When it gets bad, it feels like a big elephant is sitting on me. Boy
6. For me, it's like trying to breathe through a straw. Girl
7. Okay then. It's time to get back to work. Director
8. Not in New York. Everyone can get health care in New York City. Rich and poor. Man
9. You must give your son medicine every day to control the asthma. Doctor
10. And he will have to make a plan to manage his son's asthma. Nurse
11. The doctor gave you two of these pumps, remember? They are called inhalers. Boy
12. Wait. Not yet. That's just the medicine. There's more you need to know. Girl
13. Triggers? Mario
14. Wow. I didn't know there were so many things, so many triggers that make asthma worse. Mario
15. Smoking is terrible for asthma. Mario

The Experts:
Where can you go for help?
Video: 9 min 51 sec

If you have asthma, don't you have to go to the doctor?

Yes. Not just when you feel sick.

But, Mario... in the story you're poor. You can't afford to go to the doctor. It's impossible.

Not in New York. Everyone can get health care in New York City. Rich and poor.

That's right. If you call 311, you can get health insurance for your child.

And there are special clinics just for kids, too.

You don't need a green card?

Nope. Everybody has a right to health care. In New York, you don't need to have papers to see a doctor.

So, you don't have to have a lot of money to get good health care. It's your right, right?

The Experts:
How can you treat asthma?
Video: 14 min 50 sec

Yeah, manage. There are things you must do to help your son control his asthma.

Even when your son feels good, he needs medicine. He needs to take it every day.

The doctor gave you two of these pumps, remember? They are called inhalers.

I have two different kinds of medicine in these pumps. This medicine, I take every day. Even when I feel good. This other medicine, I take as soon as I start to have problems breathing.

I use this one when my asthma acts up. And this one every day.

Acts up?

You know. If I start to feel like I can't breathe, I use this pump. Right away. And I always use my spacer, so the medicine gets right into my lungs. See, like this.

I never leave home without my inhaler.

I never leave home without my inhaler, either. You never know when you might need it.

The Experts:
What triggers asthma?
Video: 16 min 35 sec

Triggers?

Yeah. Doctors call them triggers. For me, it's anything with dust. I need to clean the apartment all the time.

No dust. Got it. What else?

My asthma used to get worse at night. I found out that it was because of my pillow. I had to get rid of my favorite pillow. And, my parents had to buy me a new blanket, too.

My wife had to quit smoking. I tried to get her to stop for many years. When she learned that her smoking made my asthma worse, she finally did it. She quit. Now, I can breathe. And so can she.

What about you? What did you have to give up?

I used to have a cat. But then, I had to say goodbye to her. I had no choice. The cat made my asthma worse.

Wow. I didn't know there were so many things, triggers, that make asthma worse. We have to find out what makes my son's asthma worse.

Okay, great! Let's get back to work.

Wait! One more thing. Cockroaches. Those little brown bugs. They make asthma worse.

Roaches? You're kidding.

MY QUESTIONS TO ASK THE DOCTOR

1.

2.

3.

4.

5.

6.

7.

Where can you go for help?

Primary Business Address

Phone:
Fax:
E-mail:

Primary Business Address

Phone:
Fax:
E-mail:

Primary Business Address

Phone:
Fax:
E-mail:



LaGuardia Community
College

Center for Immigrant Education and Training

ASTHMA

ASTHMA

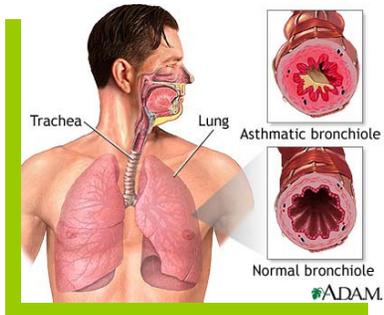


ASTHMA

Organized by: Students of CIET Program



ASTHMA



WHAT IS ASTHMA?

WHAT TRIGGERS ASTHMA?



How can you treat asthma?

The Question Hand

Pointer:
X words

Middle
finger:
subject

Ring
finger:
Main Verbs

Pinky:
everything
else

Thumb:
Question words

Who
What
When
Where
Why
How
How many
How much
Which

21:
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Action
words

One Question Interview Notes

Name: _____

My Question: _____

Name and Country	Notes on Answer

Questions about Asthma

1. What causes asthma?
2. How can I prevent asthma?
3. If I have pets at home, will I get asthma?
4. Do inhalers provoke addiction?
5. Is asthma hereditary?
6. Does asthma have a cure?
7. I don't have money for the medication. Can I get free medicine?
8. After I take the medicine, I feel better, so can I stop the treatment?
9. What kind of asthma tests do I need?

10. Does stress trigger asthma?

11. Can allergies turn into asthma?

12. Can asthma kill you?

13. Is it true that some exercises can help prevent asthma?

14. What is exercise-induced asthma?

15. Is there anything that I can do to prevent asthma in my children?

16. The number of children who suffer from asthma is much higher in New York City. Why is that?

17. Is it true that asthma is more common in children from poor families?

	<p>Who are the characters in the video?</p>	<p>What is the problem in the story?</p>	<p>Who is your favorite character from the video? Why?</p>	<p>According to the experts in the video, how do you feel when you have an asthma attack?</p>
				<p>What is asthma?</p>
<p>How can you treat asthma?</p>	<p>What is Mario's profession?</p>	<p>Where can you go to get help for asthma?</p>	<p>What are two things that the experts say about asthma?</p>	<p>Suppose you use two inhalers a month, and each one costs \$43.95. How much will you spend in a year?</p>
<p>Tell your group what <i>an inhaler</i> is.</p>				
<p>What are some things that Mario must do to control his son's asthma?</p>	<p>True or False? In New York City, you don't need to have a lot of money to see a doctor.</p>	<p>Make a sentence with <i>Get rid of...</i></p>	<p>True or False? In New York City, You don't need immigration papers to see a doctor.</p>	<p>What are some things that can trigger an asthma attack?</p>
				<p>True or False? In New York City, everybody has a right to health care.</p>
	<p>If you suffer from asthma, you should or shouldn't _____.</p>	<p>Make a sentence with <i>No big deal...</i></p>	<p>Is there a cure for asthma?</p>	<p>True or false? If you call 311, you can get information about health insurance for your child.</p>

A VISIT TO THE DOCTOR

Scene One: At Home...

A: Hi.

B: Hi.

A: What is the problem?

B: I can't breathe.

A: Oh, let's go to the doctor right now!

B: Oh, but I don't have health insurance.

A: No problem. Everyone can get health care in New York City. Rich and poor.

A: But I don't have my papers.

B: Don't worry. Everybody has a right to health care. In New York, you don't need to have papers to see a doctor.

A: Okay, let's go.

Scene Two: In the Doctor's Office...

A: Hi. How do you feel today?

B: Not so good.

A: Oh, I'm sorry to hear that. What is the problem?

B: I can't breathe.

A: When did you start to feel this way?

B: Since last week.

A: Are you allergic to anything?

B: Yes. I'm allergic to dogs and cats. My best friend gave me a dog for my birthday and my allergies have started to act up since then.

A: OK. Is there anyone in your family who has asthma?

B: I am not sure. Do you think I have asthma?

A: It looks like it, but I am not sure. We will need to do some more testing.

B: OK.

Later...

A: Okay. You have asthma. There are some things that you need to do to manage your asthma.

B: Manage???

A: Yes, manage. You need to make a plan, so you can manage your asthma. First of all, you need to get rid of your dog.

B: But, I love my dog....

A: Also, you need to take medicine everyday.

B: Okay, what else?

A: You also need to get rid of cockroaches and dust from your house. Do you understand me?

B: Yes, I do.

A: Good. You also should visit your doctor regularly. Any questions?

B: Yes, _____?

A: _____. Any other questions?

B: No.

A: Okay, take one of these flyers. They have a lot of important information. See you in a few weeks. Good-bye.

B: Bye.

SAMPLE MOVIE SCRIPT

We are students at the Center for Immigrant Education and Training at LaGuardia Community College. This summer we talked about health, and we worked on a project about asthma. First, we watched the video, “Asthma: The Soap Opera,” and we learned a lot about asthma and health care in New York City. We learned so much that we created our own flyer. Here, take one... Next, our teacher invited a nurse to speak to us about asthma. We practiced our questions in class, and then we were ready for the workshop. Or almost ready...

Finally, we created our own “soap opera.” Check it out...

Did you like it? If you need more information about asthma, you can call 311 or go to www.nyc.gov/asthma. Or if you prefer, check out our flyer.

Thanks for watching!

Asthma: The Soap Opera

Choose one of the activities below to summarize what you learned from the episode.

1. Create a different ending to the story. Act it out to the rest of the class.
2. Create a survey for your classmates about asthma or health care in New York City. Ask your classmates a question and compile their answers to share with the class.
3. Make a list of important things you learned from the episode, such as information about health care in New York City, how to manage and control asthma, and vocabulary words. Create a poster and present it to the rest of the class.
4. Create a *picture story* for the asthma episode.
5. Create a dance or a song that shows something about asthma.
6. Choose two pieces of information below and create a chart for each one of them:
 - In 2000, the asthma hospitalization rate among children 0-14 years was 3.36 in the United States, 1.79 in New York State, and 6.06 in NYC.
 - In 2000, asthma hospitalization rate among children 0-4 years was 6.40 in the US, 3.32 in the New York State, and 10.18 in New York City.
 - These were the causes of hospitalization in children aged 0-14 in 2000:
 - Injuries – 6,836
 - Pneumonia – 5,338
 - Asthma – 9,891
 - Children from low low-income populations had a hospitalization rate of 15.20 in New York City, 2000. Children from high-income populations had a hospitalization rate of 3.73 during the same time.

